

Developing Textbook for Language Training and Education Program Entitled “Storytelling and Modern Javanese Novels” by Incorporating Sociology of Literature Approach

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ABSTRACT

The availability of textbooks on storytelling and modern Javanese novels that can be used by students and lecturers at Teacher Training and Education Faculty’s Javanese Language Program is very scarce if not absent. In a bid to fill the gap, therefore, this study aims to compile a textbook prototype that discusses the storytelling and modern Javanese novels by using sociology of literature approach. The textbook prototype is also aimed to be a future textbook that could be used as a reference by the students and lecturers at related programs. This study provides assessment on the prototypes’ effectiveness by testing it through various experimentations. This study is very important to know the users’ - teachers or lecturers and students – response on Javanese prose fiction, especially storytelling and novels, from both traditional and modern era. This study also aims to understand the desires of preserving the ancestors’ literary heritage as well as developing it. Through which, modern and traditional Javanese prose fiction will always develop.

Keywords: Storytelling, novel, modern Javanese, sociology of literature, linguistics

INTRODUCTION

In an attempt to preserve local culture, Sebelas Maret University in Surakarta, Central Java, has incorporated studies on Javanese literature and culture in their Indonesian Language Program and Javanese Language Program at the campus’ Teacher Training and Education Faculty. Students at the second semester of the former program have one subject to discuss both Javanese literature and culture, according to the 1995 National Curriculum. Meanwhile, since its establishment in 2010, the Javanese Language Program has two subjects on Javanese literature and culture respectively for its first semester’s students. However, the learning process of the subjects has been hampered by the absence of official textbooks. Both lecturers and students, so far, only rely on books on Javanese language and culture available in store (see the works of Purwadi, Suwardi Endraswara, Suripan Sadi Hutomo, Tirta Suwondo, Imam Sutarjo, Sahid Teguh Widodo, Maryono Dwiharjo, Daru Suprpto, Sri Widati Pradopo, and Zoetmulder). The books, however, still fail to accommodate the desires of Javanese language and culture’s lecturers and students of an official textbook that can be used as their reference. Therefore, to response their demands, this study argues that those books should be compiled systematically and orderly into an official textbook.

This study argues that the planned textbook has to pass certain standards. They should be (1) compatible to the Competence Standards and Basic Competences which are stipulated by the Education National Standard Agency (BSNP); (2) relevant to the current context, at least around 2005; (3) authored by various authors from the capital city to local authors; (4) promoting multiculturalism; (5) easy to understand so that it can motivate people to study literature; and (6) compiled by employing sociology of literature approach (Faruk, Sapardi Djoko Damono and Umar Junus).

This study is also conducted to find the most viable textbook format that can be applied for students and lecturers learning Javanese language and culture. The study was conducted in the Indonesian Language Program and Javanese Language Program in Faculty of Teacher Training and Education, Sebelas Maret University, as well as in the Javanese Language Program in Faculty of Teacher's Training and Education, Veteran Bangun Nusantara University in Sukoharjo, Central Java. The result of the study became the basis to create prototype textbook entitled "*Storytelling and modern Javanese novels for Language Program in Teacher's Training and Education Faculty with Sociology of Culture Approach.*" The prototype was tested by experts, and then tested in a closed field group before tested in a wider field group. Then, the textbook was further measured to examine its effectiveness. Following the tests, the textbook which had obtained International Standard Book Number (ISBN) was distributed and made available to public.

The textbook, "Storytelling and Modern Javanese Novels", contains various types of fictions and prose (Damono, 2001), various types of tales and Javanese modern novels from diverse authors.

RESEARCH METHODOLOGY

This study is a research and development work which has six conceptual development models including (1) conceptual development; (2) textbook's design development; (3) textbook's raw materials collection; (4) screen mapping on the learning resources; (5) tests in expert groups, closed field groups and wider field groups; and (6) textbook distribution (see Miles & Huberman, 2007).

The data of this research was collected by several techniques including (1) interviews; (2) observations; (3) focus group discussion; (4) instrumental tests; and (5) task distribution. The data were analyzed both qualitatively and quantitatively (Sugiyono, 2012).

The qualitative methods were used to analyze data for (1) the need analysis and for (2) compiling the initial draft, as well as (3) to analyze the data obtained from experts' judgment. Meanwhile, the quantitative methods were employed to analyze data obtained through (1) closed field group test, (2) wider field group tests and (3) the results of experiments analyzed by qualitative methods. The closed group test was conducted by observing the achievement the students of the three programs that become the population for this research after using the textbook's initial draft (Sutopo, 2002). Besides, their motivation and attitude when using the book's draft was also observed. Meanwhile, the wider group test was conducted by using non-independent T-Test to calculate the difference values of the students' scores in pre-test and post-test. The independent T-Test, on the other hand, was used to test the effectiveness of the textbook by analyzing the experimental class and control class. Then, the t value that was obtained was compared to the values of t-table.

Before the data were analyzed, this study tested some analytical requirements that included (1) homogeneity of variance analysis and (2) normal sample distribution analysis. The analysis was carried on by calculating the Chi Square (X^2) value. If the calculated X^2 value is greater or equal than the table value then, the null hypothesis is rejected (H_0). But, if the calculated value is less than the table value, then the null hypothesis is accepted (see Tim, 2008).

RESULT AND DISCUSSION

According to Sitepu(2012, p.1) textbook is a book used to profoundly study a particular subject, technology or arts. Therefore, such a book contains the characteristics of scientific writings and related literary. Such books, Rivai further suggested, should also contain knowledge and information as stipulated by the prevailing curriculum. The textbook's content should be relevant and support the schoolbooks. Textbooks, therefore, function to enrich schoolbooks (Tarigan, 1986, p. 17). Meanwhile, Sitepu (2012, p. 112) has stated that the content of textbook should encompass (1) forewords; (2) table of contents; (3) Contents that are divided into chapters and subchapters; (4) references; (5) glossary; and (6) index.

Textbook is different from schoolbooks because the latter is related closely to curriculum, syllabus, competence standards and basic competences. Schoolbooks can also be defined as books that are published to support curriculum and syllabus determined by the Education and Culture Ministry's Book Center. Schoolbooks are available in printed and electronically (Tarigan, 2009). This research would develop a textbook to support and complement the schoolbooks on Javanese language and culture that was already published by the government. The textbook will contain the latest works of poetry, prose and drama from Indonesia (Ratna, 2005).

The results of observations and interviews to lecturers and students of Javanese Language Program in the two studied universities showed that all of the interviewees considered that their current textbooks were not sufficient to be used as their reference. Thus, they longed for another textbook that could enrich their learning materials.

All of the interviewed lecturers agreed that the learning materials transferred to their students had not been systematically stated in their current textbooks. The learning materials between the two studied universities differed one to another. Thus, it caused their students failed to really master the taught lessons. In addition, some additional lessons were only orally given as their current textbooks still did not contain them. Their current textbooks failed to cope to the development in the studies of Javanese culture and language. The students, so far, only relied on their own notes written at every class. The notes, unsurprisingly, were not reliable as some of students only made brief notes.

The lack of qualified textbook also further downgraded the teaching quality at the two universities' Javanese language programs. It caused lecturers to give unchallenging materials to their students. The lecturers, citing the rare learning resources, rarely tasked and trained their students to narrate Javanese tales, a skill considered to be difficult to possess. Only a handful of lecturers had their own initiatives to teach their students to narrating tales and reading poetries by incorporating them in theories of literature and culture subject. The lacking qualified textbook also downgraded the students' motivation to practice narrating Javanese tales and reading modern Javanese poetry. They simply had no access to updated resources on modern Javanese works of literature.

This research found some weaknesses in the teaching of theories of tales and Javanese novel that included (1) theories on definition and types of tales; (2) theories on prose fictions and their types; (3) theories on Javanese novel and its structures; (4) information on modern Javanese novelists, from 1950s to 2000s; (5) recent modern Javanese novels, from 1950s to 2000s; (6) practicing to storytelling; and (7) appreciating and analyzing Javanese modern novels in the aforementioned period. All of the discussions on the stated seven points could be delivered by sociology of literature theory. Therefore, this study argued that the definition and the study of modern Javanese novels should not be limited to prose fiction theories but instead, it should be made more interactive by teaching their students to enliven the prose through story telling practices. This idea was deduced following the observation to students who were so enthusiastic to practice their story telling on various Javanese modern novels.

The observation result led this study to stages to develop the proposed textbook (Borg & Gall, 1983, p.16) The stages included (a) analysis of needs; (b) explorative study and initial draft formulation; (c) developing initial draft into textbook; and (d) test on the textbook's effectiveness (Sutopo, 2002).

The initial draft, or prototype, was developed into textbook through various stages that included three stages. First, the initial draft was sent to experts for their review. After the review, the researcher would make revisions on the prototype following the experts' opinions). Then, the prototype would enter the next stage i.e. closed field testing in which it was used as textbooks by 15 students and a teacher. The last stage was the wider field testing in which the prototype was used by students from two classes of Javanese language programs in Sebelas Maret University and Veteran Bangun Nusantara University. The last stage was also called as the main test. The test's results were used to revise the prototype. After the final revisions, the prototype could be finally called as a textbook.

The textbook was then tested to measure its effectiveness. To conduct the test, third semester students at class A at the Javanese Language Program of Teacher's Training and Education Faculty, Sebelas Maret University, were selected as the experimental group. Meanwhile, students at class B at the same year were selected as the control group. Both class had different schedules. The test would measure the effectiveness of the developed textbook compared to the students' initial textbooks. Students at class A used the developed textbook, while students at class B used a book compiled by JS, a lecturer.

The data analysis to (1) study the students' needs and to (2) compile a draft as well as to (3) get inputs from experts was conducted qualitatively. Meanwhile, the result of (1) the closed field testing, (2) the wider field testing and (3) the experimental test was analyzed quantitatively. The analysis of data obtained from the closed field testing was done by observing the students' achievements and their attitude and motivation in using the initial draft of the textbooks. Meanwhile, in the wider field testing, this study employed the non-independent T-Test to analyze the result of the students' pre-test and post-test. In the data analysis of experimental test, this study used independent T-Test model by comparing the value of experimental and control group. The value was then compared to the table value.

Before analyzing the data, this study tested them with some analytical requirements that included (1) homogeneity of variance analysis and (2) normal sample distribution analysis (Wellek & Warren, 1993).

The analysis was conducted by calculating the Chi Square (X^2) value. If the calculated X^2 value is greater than or equal to the table value then, the null hypothesis is rejected (H_0). But, if the calculated value is less than or equal to the table value, then the null hypothesis is accepted. The calculation found that X^2 value was at 0.864 and the X^2 table t.s. 0.0 was at 0.356. Thus, it means that the null hypothesis is accepted. The result means that the understanding of Javanese modern tales and novels between the experimental and control group has homogeneous variants (compare with Stanton, 2007).

The hypothesis was tested with a sample of 80 students. The average score on the understanding of storytelling and modern Javanese novels is 81.35. Meanwhile, according to observation's result, students at the closed group who used the textbook's draft have an average score of 78. The result shows that the developed textbook is effective to be used by the closed field group. Then, the result of T-Test to measure the understanding level of the wider field group's understanding of storytelling and modern Javanese novels was recorded at 6.444, whereas the t-table was at 0.231. Thus, from the result, it can be concurred that the developed textbook is also effective. The last test was to measure the textbook's

effectiveness. The T-test result in this last test was recorded at 6.476, whereas the value of t-table was 0.381. The result indicated that the null hypothesis was rejected. Thus, it means that the developed textbook is more effective than the textbook developed by JS which was used in the control group.

CONCLUSION

Based on the analysis and the research's problems, it can be concluded that following a number of observations and interviews with lectures on Javanese culture and literature in the two studied universities, there is an absence of qualified textbook on storytelling and modern Javanese novels. Then, from the analysis of needs, it can be concluded that both lecturers and students gravely need a textbook on storytelling and modern Javanese novels that is based on sociology of literature approach. Then, this research also concludes that exploring library studies is proven to be successful to make a textbook draft on "Storytelling and Modern Javanese Novel." The textbook, according to the experts, will give a big contribution to the Javanese culture and language studies and therefore, they consider that it should be published. This study used T-Test to measure the effectiveness of the textbook draft on the potential users. The t value was recorded at 6.444, while the t-table value was at 0.381, meaning that the textbook is indeed effective to be used as reference. Then, after the draft was revised, it was tested again which resulted in t-value at 6.476, while the t-table value at 0.381. Thus, the result shows that the textbook is really effective.

Meanwhile, the interview results with various stakeholders in the focus group discussion show that they give a positive response to the development of "Storytelling and Modern Javanese Novel." They also give warm response to the result of the t-test above. They, therefore, endorse that the book should be made into the textbook on Javanese Culture and Literature subjects taught at Javanese Language Program in various Teacher's Training and Education Faculty. Finally, the research concludes that various inputs from experts and countless revisions to the textbook have made it into a powerful medium to be used as a reference to learn Javanese culture and literature.

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